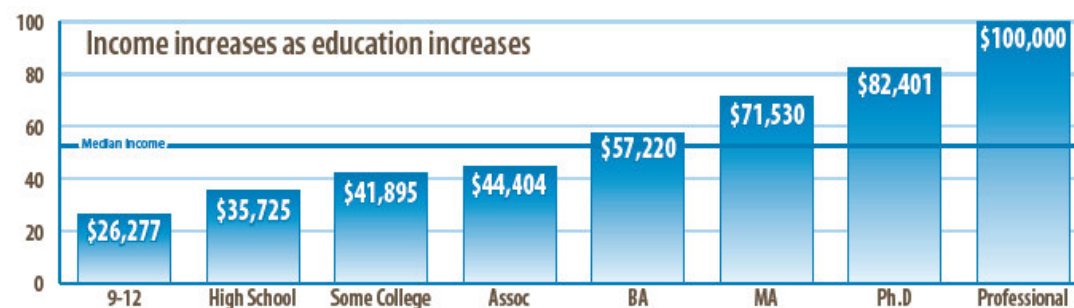


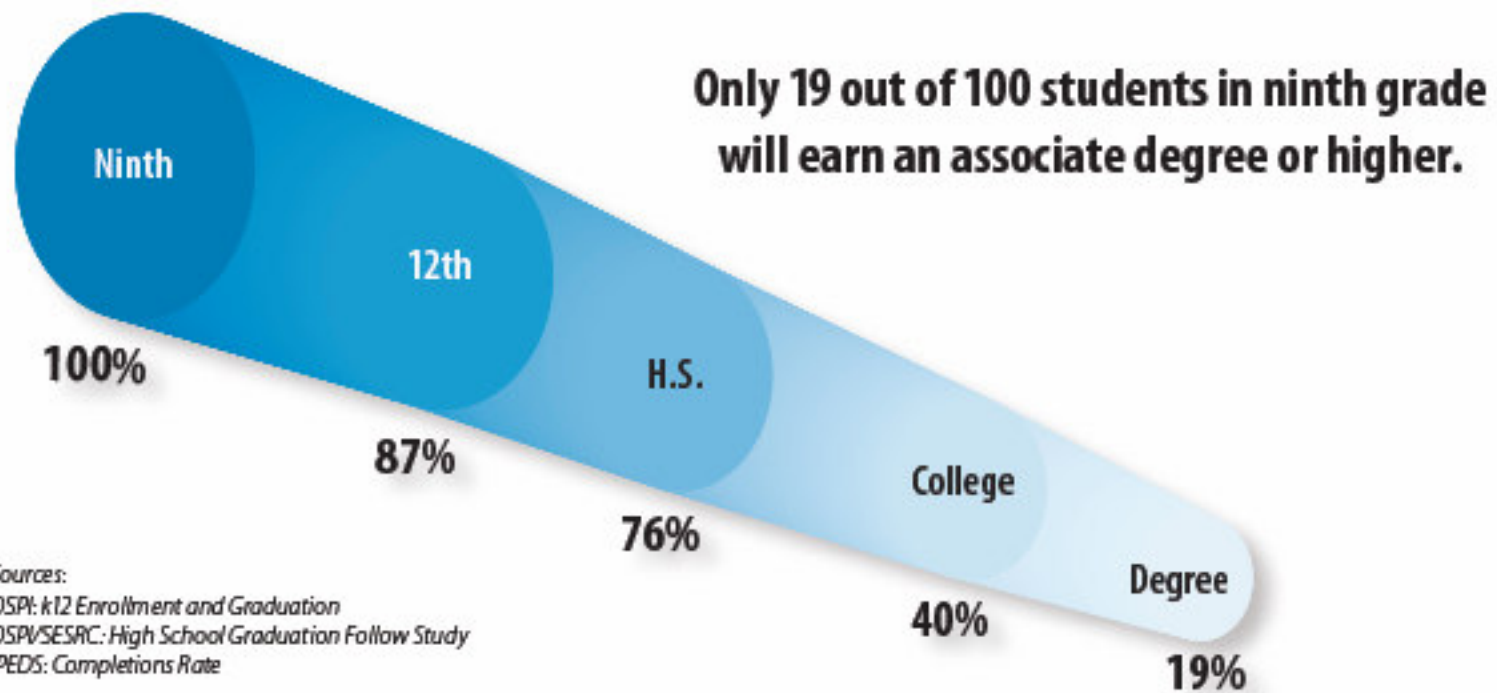
## Overview - Education & the public good

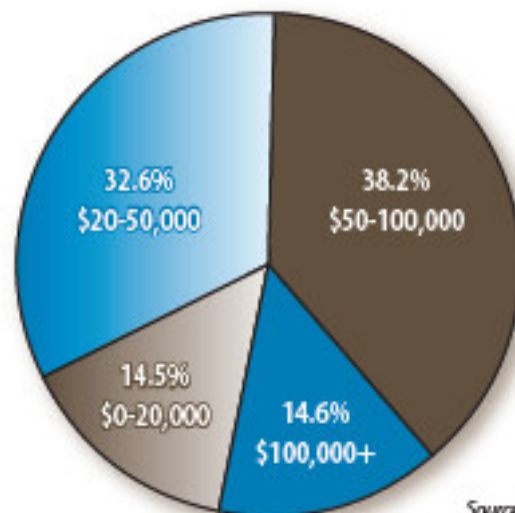
<b>Societal benefits</b> Rising levels of education produce more engaged citizens who help make our society more stable and productive.	<ul style="list-style-type: none"> <li>• Voter participation increases</li> <li>• Volunteerism increases</li> <li>• Crime decreases</li> <li>• Welfare, health costs decrease</li> </ul>
<b>Economic benefits</b> More degreed individuals in a regional economy produce higher wages for everyone.	<ul style="list-style-type: none"> <li>• Productivity increases</li> <li>• Technology innovation rises</li> <li>• Economy grows on fast track</li> <li>• Tax contributions increase</li> </ul>
<b>Personal benefits</b> 2.4% of those with a BA degree or higher live at or below the poverty level compared with 24.4% of those with less than a high school diploma.	<ul style="list-style-type: none"> <li>• A bachelor's degree brings</li> <li>• \$357,000 additional lifetime income for men</li> <li>• \$156,000 additional lifetime income for women</li> </ul>
<b>Generational benefits</b> Increasing college completion rates today will produce exponentially greater public return in the future.	<ul style="list-style-type: none"> <li>• Those whose parents have completed college are most likely to earn a college degree.</li> </ul>



Source: U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-60, "Money Income of Household, Families, and Persons in the United States," "Income, Poverty, and Valuation of Noncash Benefits," various years; and Series P-60, "Money Income in the United States," various years. From *Digest of Education Statistics 2005*.

## How did we fall behind?



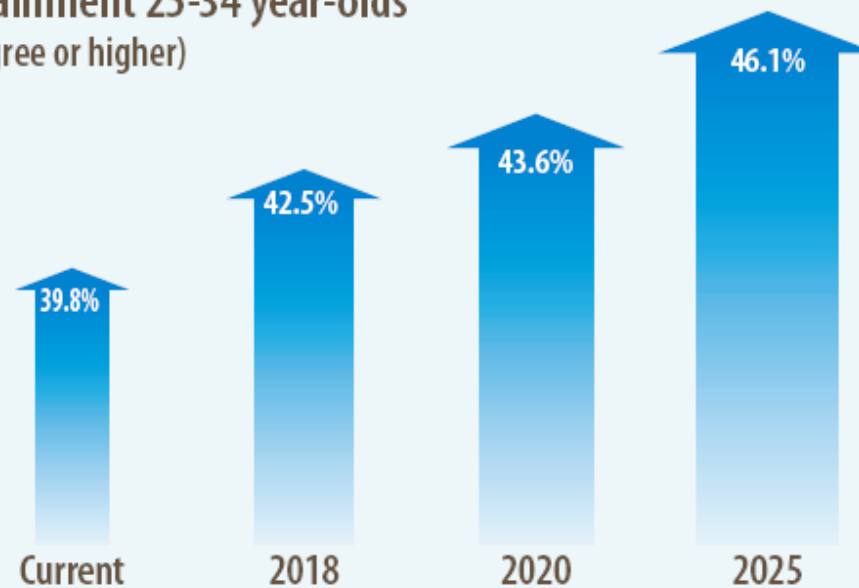


Source: WICHE, 2009

By 2013, 47.1 percent of high school graduates will come from families with incomes of \$50,000 a year or less. These students are less likely to have parents who completed college and are at greater risk for not participating and succeeding in postsecondary education.

## Moving the blue arrow

Degree attainment 25-34 year-olds  
(Associate degree or higher)



Washington's effort to move the blue arrow upward more quickly by funding additional enrollment and through systemic improvement will produce exponentially greater results over time, HECB degree projections indicate.

## SAT-Takers in Washington State, 2008 and 2005

### *Intended College Majors*

<b>Intended College Major</b>	<b>2008 Survey</b>		<b>2005 Survey</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b><i>STEM and Health Sciences</i></b>				
Health and Allied Services	4,783	18	4,220	17
Engineering and Engineering Tech.	2,412	9	1,947	8
Biological Sciences	1,354	5	1,428	6
Architecture and Environ. Design	689	3	777	3
Computer or Information Sciences	839	3	1,041	4
Physical Sciences	402	2	468	2
Mathematics and Statistics	255	1	284	1
Technical and Vocational	163	0	293	1
<b><i>Other Fields</i></b>				
Business and Commerce	3,886	15	3,366	14
Arts: Visual and Performing	2,043	8	2,245	9
Education	1,782	7	1,806	7
Social Sciences and History	844	3	1,853	8
Communications	1,060	3	1,041	4
Undecided	809	3	1,371	6
English, Languages, Literature	858	3	804	3
Agriculture and Natural Resources	349	2	238	1
Security and Protective Services	378	2	N/A	N/A
General or Interdisciplinary Studies	375	1	117	0
Library/Archival Sciences	17	0	21	0
Philosophy, Religion, Theology	177	0	213	1
Public Admin. and Social Services	96	0	668	3

Source: College Board, *2008 and 2005 College Bound Seniors: Washington State Profile Reports*.

## Mathematics Course-Taking Patterns

### Washington SAT-Takers

2008 and 2006

<i>Years of Study</i>	2008 Test-Takers		2006 Test-Takers	
	Number	Percent	Number	Percent
More than 4 years	3,540	12%	3,408	12%
4 years	18,808	63%	16,461	57%
3 years	6,822	23%	7,545	26%
2 years	792	3%	1,139	4%
1 year	58	0%	105	0%
1/2 year or less	43	0%	65	0%
No response	6,243		5,427	

#### ***Highest Level of Math Achieved in High School***

Algebra I	1,201	4%
Algebra II	5,853	20%
Trigonometry	2,882	10%
Precalculus	9,321	31%
Calculus	9,233	31%
<i>AP/Honors Courses</i>	<i>9,025</i>	<i>30%</i>

Source: The College Board, *State Profile Report: Washington, 2008 and 2006*.

## Natural Sciences Course-Taking Patterns Washington SAT-Takers

2008 and 2006

<i>Years of Study</i>	2008 Test-Takers		2006 Percent by Gender	
	Number	Percent	Male	Female
More than 4 years	1,565	5%	1,578	6%
4 years	12,966	44%	11,294	40%
3 years	10,373	35%	10,167	36%
2 years	4,116	14%	4,530	16%
1 year	517	2%	689	2%
1/2 year or less	175	1%	239	1%
No response	6,594		5,653	
<b><i>Course Work</i></b>				
Biology	27,373	94%	26,690	94%
Chemistry	23,457	80%	22,893	80%
Physics	13,539	46%	13,390	47%
Geology, Earth, or Space Science	15,873	54%	10,951	38%
Other Sciences	11,570	40%	12,635	44%
AP/Honors Courses	7,447	25%	6,109	21%

Source: The College Board, *State Profile Report:  
Washington, 2008 and 2006*.